



Tennessee Succeeds:
ESSA in Tennessee

District and School Accountability



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Notable Changes in the Final Plan

- The department responded to stakeholder feedback with changes in several places, including the following:
 - District accountability
 - School accountability
 - School improvement
 - English learner support and accountability metrics
 - Other key areas, including earned autonomy, clarity on educator support, and transparency metrics



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District Accountability

Stakeholder Feedback

- Align district accountability to the new school accountability framework
- Add the new measures of school quality and student success
- Maintain “best of” options for districts
- Include science assessments within the achievement and growth indicators
- Continue focus on ACT
- Participation rate matters

District Accountability Updates

- Updates to the district accountability framework more closely align it with school accountability:
 1. Reconfiguring the **areas** from 8 to **6 metrics**:
 - All subjects (math, ELA, and science) are collapsed into overall success rates for the grade band
 - Adding Chronically Out of School and ELPA as content areas
 2. Adding an **absolute performance pathway** to both *All Students* and *Subgroup* determinations
 3. Expanded definition of “**value-added**” pathway
 4. **Updated weights** for the subgroup status (40%)
 5. Modifying names of and adding a level to final **district determinations**

District Accountability Areas

Six Areas

3-5 Success Rate*

6-8 Success
Rate*

9-12 Success Rate*

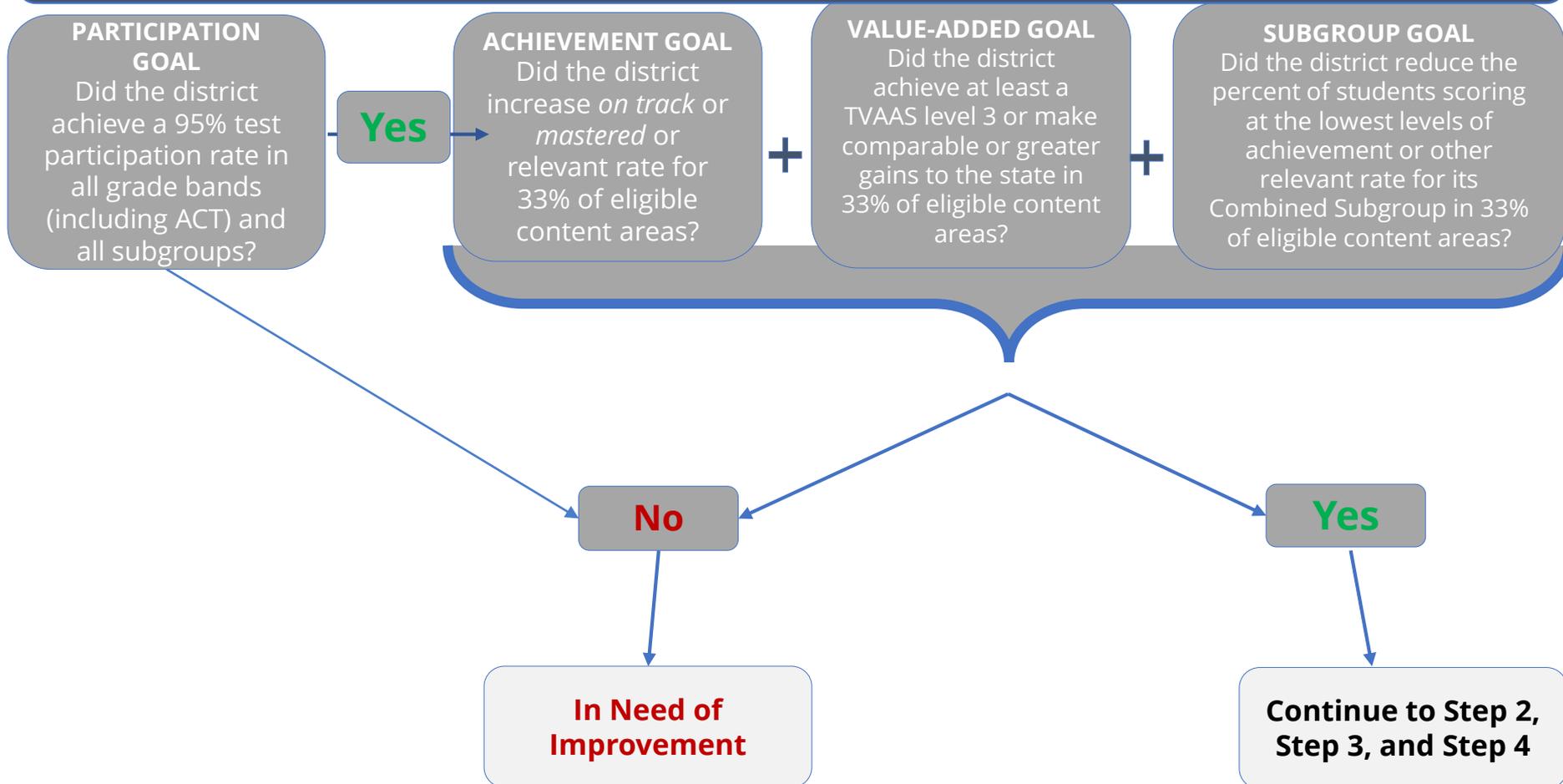
Chronically Out of
School

Graduation Rate
+ Ready Graduate

K-12 English
Language Proficiency
Assessment (ELPA)

Step 1. Minimum Progress Goal only evaluates the success rate content areas.

Step 1. Minimum Progress Goal Must meet all 4 checks



Steps 2 and 3

Step 2. All Students Determination

Absolute Performance or AMO Target + Value-Added

Success Rate for
each Grade Band

Graduation Rate
+ Ready Graduate

Chronically
Out of School

ELPA

Step 3. Subgroup Determination

Absolute Performance or AMO Target + Value-Added

BHN

ED

EL

SWD

Success Rate for
each Grade Band

Graduation Rate
+ Ready Graduate

Chronically
Out of School

ELPA

Final Determination

Step 4. Final Determination
All Students (60%) + Subgroup (40%)

**In Need of
Improvement**

Marginal

Satisfactory

Advancing

Exemplary

Alignment in ESSA Plan

District	School
Minimum <u>Progress</u> Goal identifies In Need of Improvement districts not making minimum progress	Minimum <u>Performance</u> Goal identifies Priority (F) schools with the lowest performance that are not making progress
Districts evaluated on six areas, including English language proficiency for ELs and chronically out of school students	Schools evaluated on up to five indicators, including English language proficiency for ELs and chronically out of school students
Multiple pathways to demonstrate success for all indicators	Multiple pathways to demonstrate success for most indicators
Ready Graduate is value-added pathway within graduation rate	Graduation rate included within Ready Graduate indicator
All Students (60%) and Subgroup designation (40%) combine for final determination	All Students (60%) and Subgroup (40%) grade combine to overall grade
Five determinations (Exemplary, Advancing, Satisfactory, Marginal, or In Need of Improvement)	Five grades (A, B, C, D, and F) with “minus” added for Focus schools



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School Accountability

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Stakeholder Feedback

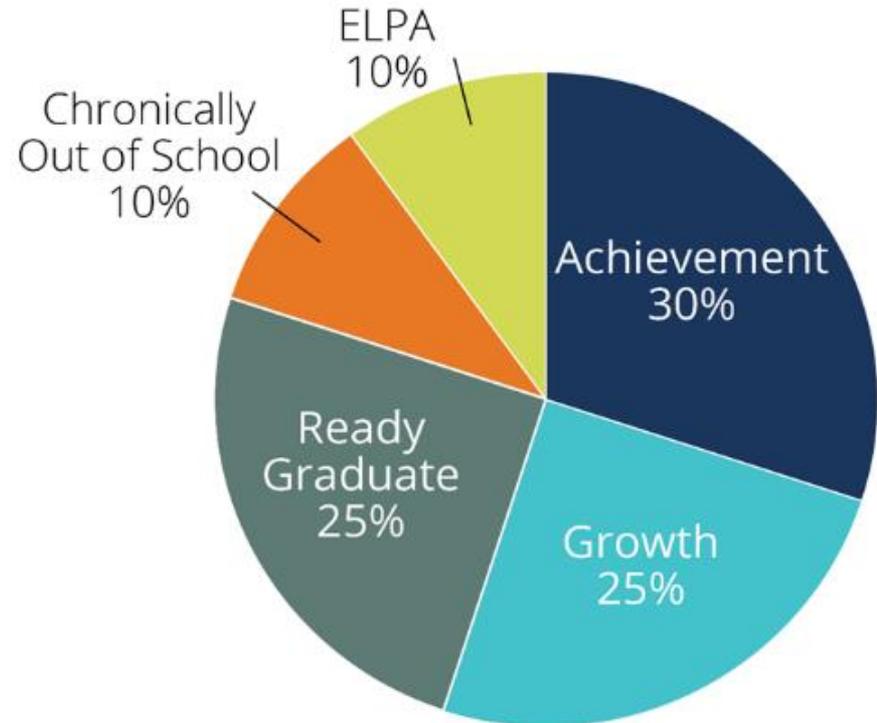
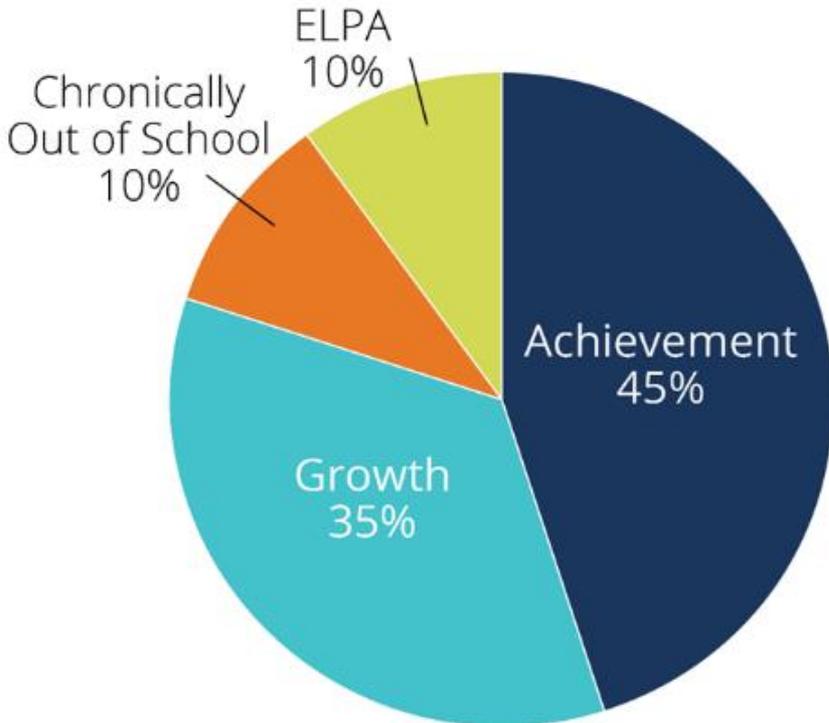
- Chronically Out of School indicator should be weighted appropriately as encompassing chronic absenteeism and out-of-school suspensions
- Achievement indicator should be weighted more heavily
- Focus on growth across the indicators is critical
- ELPA indicator should be included for All Students
- The *Ready Graduate* indicator should reflect a significant weight for high school students
- The *Ready Graduate* indicator should include a check for military readiness
- The weighting of All Students and All Subgroups should reflect statewide demographic trends

K-8 Schools

High Schools

(Schools that serve grade 12)

Starting with data from 2017-18, all schools that pass the minimum performance goal will receive a letter grade based on the performance of all students and historically underserved student groups in the following areas.



Except for growth, all indicators provide schools two opportunities to show success, through either absolute performance or growth in school performance.

GUIDING PRINCIPLES

All schools should have the opportunity to earn an "A" • All means all
All growth should be rewarded • Reporting should be transparent

K-8 Example

Indicator	All Students		Subgroup	
	Grade	Weight	Grade	Weight
Achievement	A	45%	B	45%
Growth	A	35%	C	35%
Chronically Out of School	D	10%	B	10%
ELPA*	B	10%	B	10%
Weighted Average	B	100%	B	100%
All Students Grade	B	60%		
Subgroup Grade	B	40%		
Overall School Grade	B	100%		

*For schools that do not meet the n-size for ELPA, no weighting will be applied to ELPA. Thus, the weighting for Achievement = 50% and Growth = 40%

High School Example

Indicator	All Students		Subgroup	
	Grade	Weight	Grade	Weight
Achievement	A	30%	B	30%
Growth	A	25%	C	25%
Ready Graduate	D	25%	B	25%
Chronically Out of School	D	10%	B	10%
ELPA*	B	10%	B	10%
Weighted Average	B	100%	B	100%
All Students Grade	B	60%		
Subgroup Grade	B	40%		
Overall School Grade	B	100%		

*For schools that do not meet the n-size for ELPA, no weighting will be applied to ELPA. Thus, the weighting for Achievement = 35% and Growth = 30%

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English Learners

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Stakeholder Feedback

- Ensure ELPA indicator has meaningful weight in the school accountability framework
- Increase supports for schools struggling to serve English learners
- Long-term goals and interim targets should be ambitious and achievable
- Improve reporting and supports for long-term ELs
- Delay recently arrived ELs' inclusion in accountability but allow for students to demonstrate growth

Long-Term English Learners (LTELs)

- Tennessee will continue to define LTELs as students who have not exited after six years of ESL service.
- All students beginning a seventh year of ESL instruction will be identified as LTELs, and a new metric will be included in the state report card.
- The department will be developing a new state-level approach to supporting EL instruction, specifically for LTELs.

Recently Arrived English Learners (RAELs)

- Tennessee will phase RAELs into accountability
 - In year one, RAELs would participate in state assessments. Those results would be excluded from accountability.
 - In year two, RAELs will participate in state assessments, and those results will be included only in the TVAAS growth metric for accountability.
 - Results for all ELs in year three and beyond would be included in both achievement and growth metrics for accountability.
- The department will continue to work with researchers and stakeholders to determine options for assessing RAELs.

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Next Steps

Building on Ongoing Work & Partnerships

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Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark on their chosen path in life.

Excellence | Optimism | Judgment | Courage | Teamwork